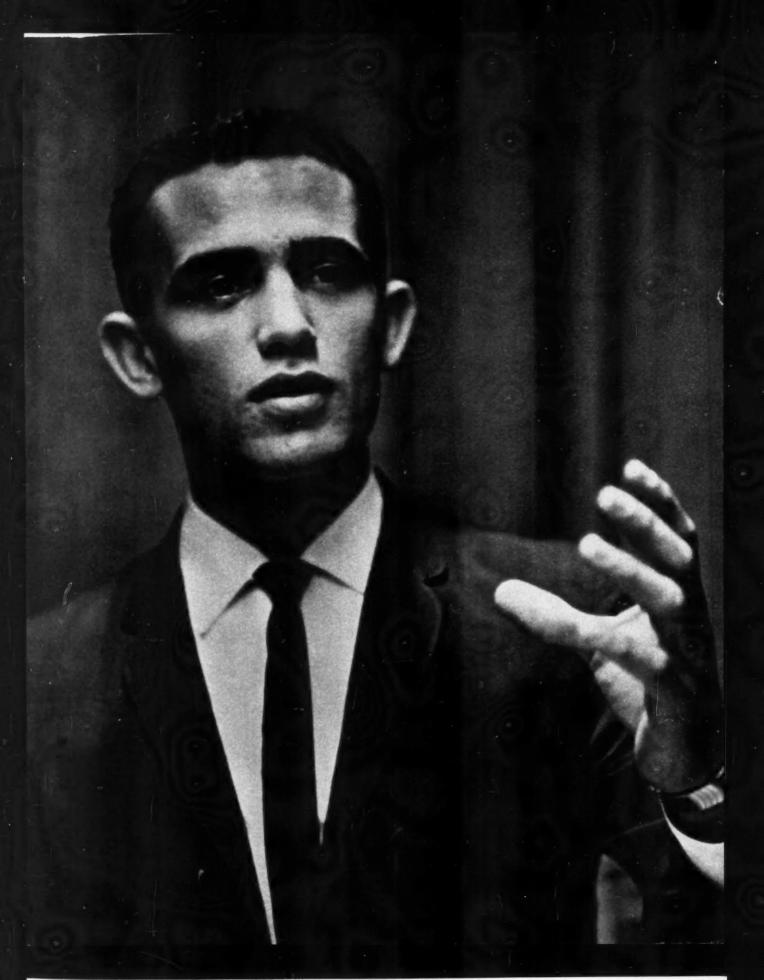
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NOVEMBER . DECEMBER 1961





american Youth

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NOVEMBER-DECEMBER 1961

YOUNG "Don't sell today's teen-agers short!" This is the command AMERICAN that Richard Lopez, 18, has issued more OF THE than 200 times to adult audiences. Each time, the audience loved it, because this El Paso, Texas, college freshman is himself proof of his firm conviction that today's teen-

agers are generally solid citizens who suffer from the bad publicity engendered by a few exceptions to the rule. Richard earned the right to speak on behalf of today's

teen-agers by being named Boy of the Year by the Boys' Clubs of America. This honor followed his earlier selection as city, state, and regional Boy of the Year.

Richard's personality and appearance had no bearing on his selection. No interviews were involved; Richard was appraised on the basis of data furnished by the executive director of the El Paso Boys' Club, O. D. Hightower

Part of this data showed that Richard had participated in 71 church, community, scholastic, athletic, and Boys' Club activities — generally as an officer or as the recipient of an award. His activities ranged from safety patrol captain to high school class president, from Little League all-star to three-time letter winner in school sports, from selling rose bushes for his community's United Fund to being voted "Beau of the Year" by the Future Homemakers of America.

Yet it wasn't this long list of accomplishments that triggered Richard's nomination for Boy of the Year. "One thing sets Richard apart from other outstanding teen-agers," says Mr. Hightower. "Richard has accepted responsibility which many others don't assume, or have to assume."

Richard, in addition to earning honors, also earned money in high school. He worked part-time in order to help his widowed mother support him and his two younger brothers. And in spite of having been born in what has been called "one of the worst slums in the state of Texas," Richard has been a great guiding force to his younger brothers. He has disciplined, coached, and taken care of them in the absence of his working mother. He has encouraged them to participate in church, school, and Boys' Club activities and has been concerned that they, too, should be a credit to their mother.

Mr. Hightower summed it up in his recommendation when he said, "Richard is the caliber of young man who will make America a great leader."



School spirit never runs higher than during the fall, when high school football teams meet to renew old rivalries. It is a time of tension, too, as reflected in the faces of John Gannon and Eric Pape of Detroit's Redford High School, who appear on our cover this month. They were pictured by photographer Bob Hughes as they were on the sideline watching the play and eagerly waiting for a chance to get back into a game against one of Redford's traditional rivals.

PHOTOGRAPHIC CREDITS

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GENERAL MOTORS sends AMERICAN YOUTH to newly licensed young drivers every other month

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These teen-agers sample life abroad as

An Experiment In International Living



Tom Trowbridge (left) of New Britain, Connecticut, helps his French "brothers" in the deGigord family store firewood behind their chateau. Tom was one of several Experimenters to live near Dijon, France.

Several hundred American teen-agers will develop "split personalities" next summer. They will live the lives of Swiss mountain climbers, Sicilian spaghetti rollers, French grape growers, and many other foreign teen-age counterparts. They will acquire this second self simply and pleasantly by becoming—temporarily—teen-age members of foreign families.

These short-term "adoptions" will be arranged by a non-profit organization called Experiment in International Living, of Putney, Vermont. Experiment was formed by a group of globe-trotters with a simple idea—the best way to promote international understanding is to get acquainted at the family level. Experiment selects likely teen-agers to visit foreign families, arranges transportation, and pays the costs of a two-month trip. In return, each teen-ager pays a flat fee—about \$1,000 for the European trip.

During the first month of the trip, the teen-ager lives as a member of his host's family. He speaks only their language, works, plays, and eats as they do. Under these circumstances, teen-ager and family get to know each other—and each other's nation—extremely well.

The second month of the junket is spent touring and camping, under the supervision of an adult, generally a teacher. For this part of the trip, each group of Experimenters is expanded by including one member of each family with whom an American has spent a month.

Many Experimenters make the trip with financial assistance, either from a local civic group or with a scholarship from Experiment itself. Applications for Experiment scholarships are accepted at the organization's national headquarters in Putney; they must be received before January 15. The deadline for trip applications is March 10. Applications also can be submitted to Experiment's regional offices in New York, Washington, San Francisco, and Boston.

In addition to arranging visits for Americans abroad, Experiment places students from overseas in American homes. Similar exchanges are made between foreign lands by Experiment's foreign counterparts. Collectively, Experiment in International Living, and its federated organizations in other lands, are shuffling students around the world. In addition to taking long trips at extremely low cost, these students are learning how the other fellow lives by taking his place and living his life for a while.



With her French "sister," Marie Lechat, Mary Elizabeth Chapman of Douglaston, New York, learned to shop at open-air markets. She mastered the art of bargaining in French, and made shrewd buys.

Pamela Biggar (left) of Rye, New York, lived with a railroad car manufacturer's family. Her "sister" was Christiane Petolat.



Nancy Weber (right) from West Hartford, Connecticut, swapped American recipes for those she learned in this French kitchen.





There was plenty of time for play, too. With his French "brothers," Tom Trowbridge learned the ancient game of boule. The language difference was frustrating at first, but Tom's French improved fast.



Mixing chemical spray was one of Charles Sutton's jobs. A native of Columbus, Ohio, Charles spent the summer with a wine merchant, learning the rudiments of grape growing.

This is the fourth in a series of six articles about planning for college that will appear in AMERICAN YOUTH. The subjects of the articles are: 1. Whether to go to college. 2. The high school program with college as its goal. 3. How to choose a college. 4. How to get into college. 5. Financing a college education. 6. How to get along at college.

If you really want to go to college and can show that you are capable of college work, you can be sure that somehow, somewhere, a college will accept you. It may be difficult to find the right college, but it will not be impossible. The important thing to remember is that the burden will be on you. You must prove to the college admissions officers that you are the kind of student they are seeking.

The most compelling proof you can give of your suitability for college is a set of good grades. A majority of college admissions officers state that grades are the first thing they look at on an application. Furthermore, the kind of college you can hope to get into will be deter-

mined primarily by your grades.

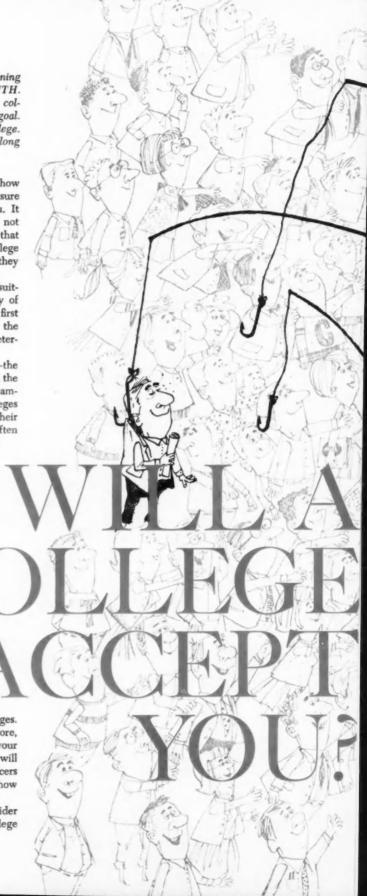
The nation's approximately 150 "prestige" colleges-the Ivy League schools, the famous institutes of technology, the great state universities, the top women's colleges, for example-are the most difficult to enter. Generally, these colleges take only students who graduate in the top tenth of their high school class. A group of 800 or 900 other colleges, often referred to as the "standard" group, offer excellent liberal arts courses and opportunity in selected special fields. A student can usually qualify for one of these schools if he graduates in the top half of his class. There are still 800 or 900 additional colleges, not all of them accredited, offering admission to almost any high school graduate. These colleges eliminate many weak students in the freshman year.

If the college that will accept you doesn't meet all your requirements, you will have to try to transfer to the college you want after a year or two. Perhaps you won't find any four-year college that will accept you. In that case, try a junior college. In California, for example, two-thirds of the new students entering the

University of California are transfer

students from that state's extensive system of junior colleges. If you will be in high school for a year or two more, you still have a valuable opportunity to improve your grades. An upward trend, even in your senior year, will work strongly in your favor. College admissions officers recognize that some able students do not begin to show their true ability until late in high school.

The second factor that admissions officers will consider on your application is your performance on college





entrance examinations. Although a few colleges admit students without tests, the great majority require them.

Two types of tests are important for admissions purposes. One is the intelligence and aptitude test, which measures a student's talent for learning. It is based on the student's ability to read and comprehend, on the extent of his working vocabulary, and on his ability to solve problems. The second type is the achievement test, which measures the extent of a student's knowledge in a specific field, such as chemistry, algebra, French, history, or English grammar.

These tests have two important functions in college admissions. First of all, they enable colleges to compare a student with other students from all states and all schools on a fair and equal basis. They also provide a check on

a student's high school record.

There are many different services that prepare and administer tests, and a few colleges prepare their own. Two of the best-known testing services are the College Entrance Examination Board (CEEB) and the American College Testing Program (ACTP). You should take only the tests that are required by the college to which you apply. The tests that each college requires are indicated in all college directories and in each college's catalog.

When and Where to Take Tests

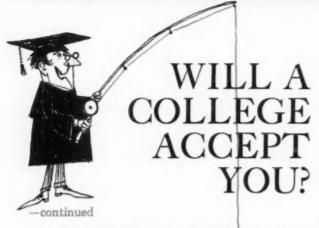
Tests of the CEEB are probably the most widely used. Today, nearly 300 colleges require applicants to take the "College Boards" (Scholastic Aptitude Test or achievement tests, or both), and nearly twice as many others suggest that applicants take them. Possibly the next most widely used are the tests of the ACTP, which covers colleges not served by the CEEB. If you need information about ACTP, write to American College Testing Program,

P.O. Box 168, Iowa City, Iowa.

If you plan to take the College Boards (they are also required for many scholarships), you will find them offered at about 1,400 centers in the U.S. You will benefit most by these tests if you start to plan for them in the 11th grade. Obtain a copy of the CEEB's bulletin from your school or by writing to the CEEB (see reference list). This bulletin contains a registration form, a complete explanation of the program, and a schedule of six dates between December and August when the tests are given. Students who take the tests twice usually do better the second time, so you should plan to take at least the Preliminary Scholastic Aptitude Test in your junior year and the regular SAT in your senior year. Your counselor or teacher will help you decide which achievement tests to take. Fees range from \$1.00 to \$9.00, depending on how many tests you take. Generally, it is considered a waste of time and money to take any of them more than twice.

There is no way to study for these examinations, but there are ways you can prepare to do your best. You should obtain copies of the CEEB's two booklets that describe the aptitude and achievement tests. You can also buy books of sample tests that are similar to the College Boards, and most other entrance examinations

(Continued)



as well (almost all of them use multiple-choice questions). By taking sample tests on your own, you gain practice in answering multiple-choice questions and you may detect a weak subject. Tutoring in a weak subject may help if you start several months before the test. A few weeks are rarely enough time to make a lasting improvement in your knowledge, and cramming has never been proved to help at all on a College Board exam. Educators say that a good night's sleep before test day does the most good.

In your senior year, you may want to take the achievement tests as late in spring as possible, to have the benefit of an extra month or two of your senior studies. Be sure you take the tests in time for the results to be considered with your college applications. Your scores are sent to the colleges you indicate and to your school five weeks after the test. Your school counselor will probably tell you your scores and explain how they affect your chances.

Most colleges do not admit students on the basis of grades and test scores alone. They are also interested in the person. One leading university, in a letter about its admissions policy, lists these "other" factors it seeks in students: strength of personality, maturity and stability, creative ability in some field, capacity for leadership, parents who are alumni, geographic location, athletic ability, enthusiasm and energy, strength of motivation, interest in a particular field of study, breadth and strength

of intellectual curiosity, a sense of responsibility, and concern for the public good. These factors are no substitute for good grades, but they are important when a college must choose between applicants of nearly equal scholastic ability.

It is in the activities section of your application and in your personal interview that admissions officers look for these factors. They detect them, for example, in your pattern of outside interests, in your extracurricular activities at school, and in your letters of recommendation. Even your neatness in filling in the application may be considered. All this makes it important that you fill in and file your application with great care.

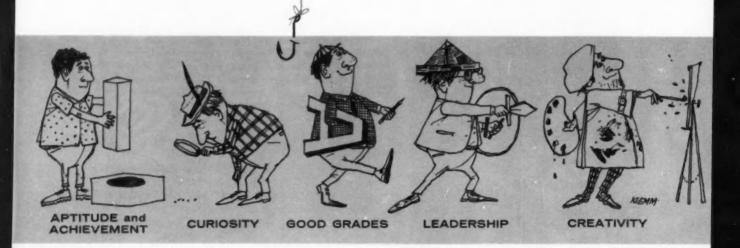
How to Handle Applications

To begin with, write your own letters and handle all your own correspondence with colleges. Also, fill in all the forms yourself. Admissions officers are not impressed with students whose parents do these things for them.

There is no typical application form. Each college asks for different information, and each form will require careful study and thought before you fill it in. It is wise to write your answers first and then copy them on the form, usually with a typewriter, unless the instructions ask for your own handwriting.

For every college you apply to, you will have to pay a fee. This is rarely more than \$15.00, and never covers the actual cost of processing the application.

Most applications begin with a section devoted to your vital statistics — date of birth, address, parents' names and educational background, religion, etc. This is usually followed by a section for your record of high school grades, courses taken, and military service, if any. The instructions will probably require you to complete the first part and then give the application to your principal, who will fill in the rest and forward it to the college. Some colleges notify you when this has been done; others do not. If you are not notified, you are entitled to inquire at the school office or to write to the college to ask (enclose a stamped return envelope). This is your responsibility.



The third section, designed to reveal your character and personality, varies considerably from one college to another. It may include questions about your extracurricular activities in school, your outside interests and activities, and the story of your life. It may request a list of as many as five persons outside your family who can write letters describing you to the college admissions board.

What to Tell About Yourself

Extracurricular activities are impressive for their quality, not quantity. Admissions officers consider the following activities especially worth mentioning: student government, school publications, music and singing, athletics, academic and literary clubs, debating, religious programs, community social service, and organizing social events. Outside activities such as hobbies and part-time jobs are also worth mentioning. If possible, discuss your list with your teacher, adviser, or counselor.

The most important letter of recommendation you will get is the one written by your principal or counselor. Some college officials consider it equal in importance to your grades. If you do not automatically have a conference with a school official about your college plans, ask for one. It is important that the person who writes this letter should know your reasons for wanting to go to college, your attitude toward school, and your ambitions.

For your other references, choose people who know you well – family friends, your priest, minister, or rabbi, or a former employer. Letters from people with fancy titles are worth little if those people do not know you personally. Above all, always ask permission to use a person's name as a reference and take time to talk with him about yourself before he writes the letter.

Your application may also call for an autobiography. If you write it poorly, it could be cause for your rejection. From it, admissions officers hope to learn how you think, how you handle problems, how carefully you have thought out your plans for the future, how well you can put aside unimportant details and get down to the facts, and what sort of goals and values you have in life. Your auto-

biography should be neatly written, with no errors in spelling, grammar, or punctuation, and it should be written by you alone.

You may have a personal interview with a college official. If your parents accompany you, remind them in advance that you are the one to be interviewed. You should answer questions yourself. You should also be prepared to ask questions. The best preparation is to read all the material you are sent by the college in advance. Also, give serious thought to how you will describe your plans for college and career. Don't hesitate to talk about yourself or to describe your hopes, ambitions, past activities, and achievements. Genuine interest, reasonable modesty, sincerity, and honesty make the best impression.

Where to Look for a Second Chance

If you are rejected by all the colleges to which you apply, don't despair. It is time for action! Three college admissions centers are doing an excellent job of putting "left-out" students in contact with colleges that still have openings. Get in touch with one of them at once.

These centers operate as clearing houses. Students register by filing applications and paying fees ranging from \$10.00 to \$25.00. The applications are looked over by colleges with vacancies which write to students they like to apply for admission.

Hundreds of colleges select students from the files of these centers every year, and a very large percentage of the students registered gain admission to good colleges. While the centers cannot guarantee results, the chances are very good for qualified students.

The three centers are: College Admissions Center, 1611 Chicago Avenue, Evanston, Illinois; College Admissions Assistance Center, 535 East 80th Street, New York, New York; Catholic College Admissions and Information Center, 500 Salisbury Street, Worcester, Massachusetts.

Even before you finally get into college, you will have to begin planning how you will pay for your education. In the next article in this series, the topic will be: How to finance a college education.

REFERENCE LIST

Bulletin of Information: The College Entrance Exam Board. Bulletin for Students: Preliminary Scholastic Aptitude Test. Bulletin for Students: College Board Achievement Tests. College Board Scores: Preliminary Scholastic Aptitude Test. College Board Scores: Scholastic Aptitude and Achievement Tests. College Board publications should be available free at your high school. If not, write to CEEB, Educational Testing Service, Box 592, Princeton, New Jersey, or Box 27896, Los Angeles 27, California.

How to Get Into College, Frank H. Bowles; E. P. Dutton & Co., 300 Fourth Avenue, New York, New York (paper, \$1.15).

How to be Accepted by the College of Your Choice, Benjamin Fine; Channel Press, 159 Northern Boulevard, Great Neck, New York (\$2.95).

How to Prepare for College Entrance Examinations, Brownstein and Weiner; Barron's Educational Series, Inc., 343 Great Neck Road, Great Neck, New York (\$1.98).





Portrait of a movie crew—these teen-agers barrawed professional facilities to make their own movie.

"Good guys" bring in "bad guys" in scene from Post 25's movie made as an Explorer project.



Explorer Paul Roelofs did most of the camera work; he received help from the studio's technicians.

Some scenes were shot at the studio's ranch; volunteers from the studio went along, too.

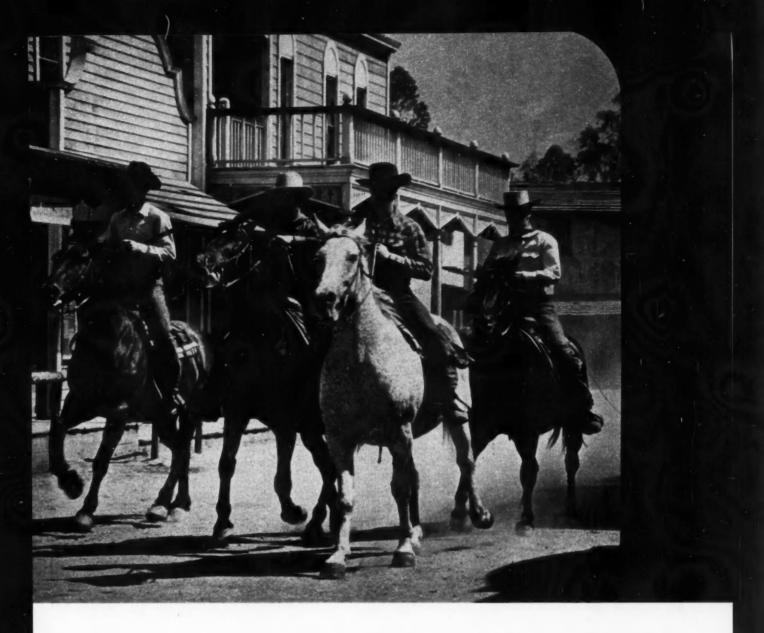


"Home Movies" On A Grand Scale

These teen-agers learned movie business by borrowing a Hollywood studio and producing their own horse opera A GROUP of 15- to 18-year-old boys in Burbank, California, have realized the long-standing dream of many a home-movie enthusiast. They have produced their own motion picture, complete and professional in all respects. And they didn't have to improvise, either. They had full use of all the professional equipment and facilities they could desire—including a Hollywood sound stage, a studio back lot, and a California ranch location.

This rare opportunity for amateur cinematographers was offered by the Walt Disney studios, who sponsored a foray into the movie-making world for Burbank Explorer Post 25. Several Disney technicians volunteered their services as adult advisers; their coaching gave the boys' film a truly professional polish. The adults also came in handy when the script called for older actors, although the boys themselves took most of the parts and did the actual work of making the movie.

The movie-making project began in late 1959, when



the boys wrote a script for a western movie. Like pros, they wrote and rewrote, then broke down the script into shooting sequences and planned the actual filming. For nine successive Saturdays, they acted out their script. Sometimes they took turns before and behind the camera, switching from acting to handling sound, props, sets, or costumes. The studio supplied all wardrobe and props, and studio technicians helped—free—with the most complex equipment. The boys did the actual work of dressing the sets and handling the props.

With only minimum adult supervision, the boys edited their film and showed it first to Disney personnel. As more prints have been made, they've been rented to Scout troops and Explorer posts.

Post 25's movie runs for 25 minutes; it is a full-color, 16-mm., sound-on-film picture. Titled *Trouble at Sagebrush Mesa*, the film story revolves around the robbery of the general store in the town of Sagebrush Mesa.

The robbery is perpetrated by two teen-age boys. (For no strange reason, most of the roles in the film demand teen-age players.) Capturing the two holdup men requires the formation of a posse and a stirring chase. But the heavies' roles don't end when they are herded back to town at (dummy) gunpoint. The criminals' motivations, and their rehabilitation, are parts of the story that make the film something more than just another western.

The Explorers' second film won't be a western. A horse opera was fine for their first story, the boys say, but using an 80-year-old setting required detailed research, which they can eliminate by setting their new film in the present. It's not that they have anything against "period pieces," but authenticity is sometimes expensive. The boys found that out the hard way, when they had to re-shoot several of the sheriff's scenes. He was wearing glasses that were definitely 20th century. Such are the lessons learned first-hand when Explorers explore the movie business.

trees.dom July in front Of cars





Nowhere is the art of "face-saving" practiced with greater energy and skill than among drivers involved in traffic accidents. To many of these drivers, it's as unthinkable to accept even partial blame for a collision as to thank a traffic officer for a ticket. The "other guy" is always wholly at fault—and the "innocent victim" becomes more righteous with every retelling of the story.

However, many drivers who contribute to accident statistics are denied this luxury of self-exoneration. These are the people who manage to have accidents all by themselves. When one of them overturns or rams a tree, there isn't any "other guy" to berate. The fault generally lies clearly and wholly with that familiar person he sees in the mirror.

Admittedly, some of these people actually are innocent victims of reckless drivers who run them off the road, but they are a small minority of those involved in one-car accidents. In most cases, this alibi is as fictional as the drunk's assertion that the tree jumped right in front of his car. This also applies to the overworked claim of steering or brake failure.

The frequency and severity of one-car accidents are of deep concern to traffic safety authorities, and should be to every driver. This type of accident accounts for about 40 per cent of all traffic deaths – roughly, 15,000 a year. Even on modern-design superhighways, nearly one-third of all accidents involve a single vehicle. One-car accidents are especially common – and severe – on rural highways, where 85 per cent of the deaths from them occur.

These mishaps take many forms, ranging from a "simple" overturning on a road or in a ditch or field, to a spectacular plunge over a cliff. The majority involve collisions with essentially immovable objects: boulders, trees, utility poles, bridge abutments, walls, and buildings. Carried away by the spirit of the "drive-in" (plus other spirits!), motorists have bulldozed their way into everything from taverns to police stations. Cars have even been known to leave the road and end up in such bizarre places as swimming pools and rooftops!

Highway engineers are increasingly protecting motorists who tend to leave the straight-and-narrow by installing more and better guard rails, widening lanes, removing needless obstacles on or near the road, providing broader shoulders and more gradual roadside slopes, marking obstacles for better visibility, eliminating sharp curves and in other ways making one-car accidents less likely.

However, they can't create foolproof roads, any more than automotive engineers can design foolproof cars. The primary responsibility for staying on the road, away from obstacles, and right side up rests with the driver. With reasonable skill and common sense, this is quite easy to manage. After all, millions of motorists do it day after day. Those who don't can hardly call themselves capable drivers.

A recent National Safety Council study of 30,000 "ran off road" accidents revealed that drivers under 20 years old were involved at a rate six times the average for all age groups. Thus, it is evident that greater attention to this hazard is especially called for by young drivers.

To a great extent, all traffic accidents stem from the

(Continued)



TREES DON'T JUMP IN FRONT OF CARS - continued

same kinds of unsafe driving practices, ranging from inattention to excessive speed. However, each type of accident has certain dominant causes. Here are some of the major precautions to take to help avoid a one-car accident:

1. Don't drive when fatigued. The tired driver is dangerously below par in alertness, perception, judgment, and quickness of reaction. He is likely to fail to see a sharp curve or an obstacle, he's prone to drift off course, and he's less adept at defensive driving. The ultimate effect of fatigue, of course, is that the driver falls asleep at the wheel. This is the story behind a large number of accidents in which a car rams a fixed object or rolls into a ditch for no apparent reason - often on a straight road, under ideal conditions. (Actually, more cars run off the road on straight stretches than on curves.)

2. Don't drink. Drivers under the influence of liquor (and not just obvious drunks) contribute importantly to the one-car accident toll. They have the handicaps of the fatigued driver, plus over-confidence and exhilaration. Their scorn for physical laws as well as traffic laws often leads them off the road and into the nearest fixed object

- if they don't hit another car first.

3. Keep your mind on your driving. Even when physically fit to drive well, you must guard against daydreaming, taking your eyes off the road, or some other form of inattention that can make you just as dangerous a driver as someone drugged by fatigue or alcohol. At higher speeds, it takes only an instant for your car to veer off the road or into an object on the road if you relax your vigilance and control.

4. Have good visibility. You must do more than look where you're going - you must be able to see what's ahead. Keep your headlights clean and properly aimed. Have a clear windshield and keep wipers in good operating condition. Wear glasses if you need them - but no tinted

glasses at night.

5. Slow down for curves. Excessive speed on curves is a major reason for cars rolling over or running off the road. It's possible to violate speed laws without getting caught, but nature's laws are self-enforcing. When speed is too high for a curve, centrifugal force takes over control of the car. Make it a habit to slow down before you enter a curve - don't assume that you can regain control by braking, once you start a side skid.

6. Don't skid out of control. Slippery road surfaces cause many an unskilled driver to head into a fixed object or a ditch when skidding takes over control of speed and direction. Prevent skidding by reducing speed and avoiding the need for hard braking. Recover from skidding by turning in the direction of the skid and "pumping" the brakes. (Remember, you have no steering control with locked front wheels.) Beware of the surprising slipperiness of just slightly wet pavement and of unexpected slick patches

on bridges and in shady spots.

7. Keep control in case of a blowout. Tire blowouts are relatively rare nowadays, but you can have one, and should be prepared to cope with it. Don't panic - or assume that you will inevitably veer off the road. With firm steering control and gradual slowing, you can bring your car to a safe stop. Trouble usually develops only for those who hit the brakes hard for a "panic stop" or who habitually drive with a careless hold on the wheel.

In addition to these precautions to avoid having a "solo accident," you can do much to protect yourself from being forced into a fixed object or off the road by driving defensively. Be alert for maneuvers by other drivers that may jeopardize you, such as improper passing, ignoring a stop sign, or turning from a wrong lane. Never assume that everyone else will behave in a normal and predictable

manner.

Always try to allow yourself a margin of safety, so that you will have a safe "out" or escape route if you are forced to take evasive action. In this way you will be less likely to have to swerve violently and run off the road or into an object to avoid collision with a reckless driver. Smart drivers avoid such potential traps as following too closely, cruising at fairly high speed alongside another car, crowding the center line near a hilltop, meeting an oncoming car at a narrow bridge or other bottleneck, and approaching major intersections at high speed.

Aside from measures for self-protection, you can help reduce the one-car accident toll by avoiding bad driving practices that might force another driver into such a

smash-up. Here are a few reminders:

1. Pass only when there is adequate visibility and clear road space; don't cut back into line until well beyond the passed car.

2. Wait for a safe gap before entering a fast stream of cars, and then accelerate rapidly to blend with traffic.

3. Obey all traffic signals and stop signs.

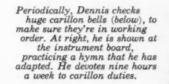
- 4. Turn from the proper lane, and give the correct signal in advance.
 - 5. Yield to oncoming traffic before making a left turn.

6. Never stop on the highway.

7. Keep all lights in proper condition; obey the headlight dimming rule, even if an oncoming driver does not.

Drivers who heed these suggestions won't need alibis for their performance at the wheel. Their concern with saving lives - including their own - will remove the necessity for concern about "saving face." And they will know the real meaning of "the fun of driving."

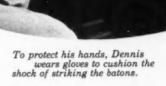






Two-Fisted Musician

Not many musicians can strike an instrument with their fists and make music drift softly above a drowsy community on a Sunday morning — or any other time, for that matter. But Dennis Jones can. The 16-year-old musician is carilloneur for the Grosse Pointe, Michigan, Memorial Church, and he is belived to be the youngest regularly assigned carilloneur in the country. Dennis, a junior at Grosse Pointe High School, is also an expert pianist and clarinetist, a talented writer, and an Eagle Scout. He became a carilloneur a year ago, when he completed a special course (on a church scholarship) at Michigan State University. Grosse Pointe Memorial's carillon, located in the church belfry, is made up of 47 bells, the largest of which weighs two and a half tons. The bells are played by striking the keys (known as batons) with the side and heel of the hand. Since very little music is composed for the carillon, Dennis adapts nearly all the hymns he plays.



Look What's Under the Tree

This Christmas, teen-agers will find toys

— but each of these playthings has a purpose

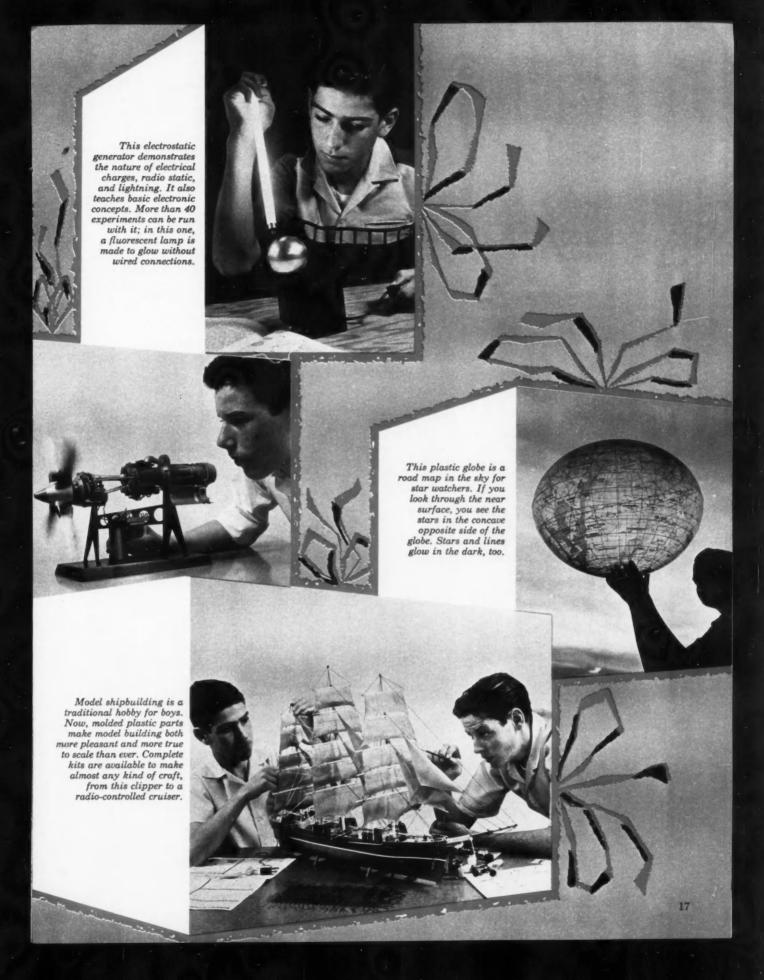
CHRISTMAS means toys, and not just for those under 12.

That's the conclusion U.S. toymakers apparently reached after introducing toys for teen-agers last year. Teen-agers' toys generally are scientific, employing almost everything from analogs to zoology. Since they also retain the functions of a true toy — amusement and diversion — they pose the inevitable questions: Are these toys a sneaky way to mix education with fun? Or are they a way of making the fun of playing with toys socially acceptable?

This computer kit is an introduction to the basic circuitry of all electronic computers. With it, a teen-ager can build 50 different circuits for computing, reasoning, arithmetic, solving puzzles, logic, or just playing games.

Kits of equipment for experimenting in several sciences are on the market this year. This one enables the teen-ager to learn the characteristics of many basic materials used in industrial processes. The inner workings of a turbo-prop airplane engine are exhibited in this cutaway model, a miniature of General Motors' Allison engine. A small electric motor drives the turbine and propeller to show their functioning.

This kit reproduces weven stages in a chicken's incubation. Created under the supervision of a professor of embryology, the kit contains 140 parts—even yellow fluff to duplicate feathers. The models can be assembled and taken apart easily.



Ticket to Safety

A traffic ticket can be a ticket to better driving. At least that's what it was for the young driver shown here, who was given an unusual penalty for running e stop sign. Here is the boy's story.









Bay, did he ever find mistakes in my driving! I passed on a curve without signaling and with only one hand on the wheel,



Then I coasted through another stop sign. Luckily, the other car was going slow, but luck can run out, said the trucker.

There I was in court, a summons in my hand and a lump in my throat. I could just imagine what the judge would say.

> Just when I was improving I slipped. I tried to show aff for my girl by tail-gating her car. It didn't impress her.

I braced for a lecture, but the judge fooled me. My sentence was to take a ride with a professional driver, a trucker

> Finally, I realized that being careful is only smart and that my girl knew it all along. Well, now I know it, too.

The trucker's first order was to take down my lucky dice from the windshield. He said they raised the odds against me.









This is not a true story, although it could be. It is taken from a film in the General Motors Public Relations Film Library, General Motors Building, Detroit 2, Michigan. The film is one of several on traffic safety that are available to driving instructors and to safety officials for showing to groups.

american youth

One of a series of articles about interesting vocations

Registered Nurse

The work and study it takes to become a registered nurse are rewarded with plentiful jobs, varied work, and the satisfaction of helping the sick

(Continued)



Student nurse Cathy Emery finds satisfaction in comforting a baby in a ward. As a student, she must gain experience in every department and ward of the hospital.



There is a lot of meaning in the letters R.N. after a person's name. To most of us, these letters signify someone who is qualified to care for us when we are sick, to carry out the doctor's orders, to give us confidence in the treatment given us, and to help us get well. To a physician or surgeon, they can mean an expert assistant who is able to carry out his instructions for treating patients and assist him in performing operations. To a student nurse, with her double load of classroom studies and hospital work, they symbolize the goal she is working toward — becoming a Registered Nurse.

Catherine Emery, who is shown here performing some of her duties as a student nurse at the Mary Hitchcock Hospital School of Nursing in Hanover, New Hampshire, is probably typical of most nurses in her reason for choosing this career. She has dreamed of becoming a nurse since childhood.

When Cathy finally entered nursing school, she found that she had picked a challenging field with high standards and a proud tradition. Generally, nursing schools take only applicants who graduate from high school in the top third of their class, and most schools give preference to applicants who have had some college work.

Cathy found that the college prep program in high school provided the background she needed for nurse training. This qualified her for either a three-year hospital school or a four- or five-year college course in nursing, which would earn her a backclor's degree. A college degree is almost essential for a nurse who wishes to go into administration. Cathy's goal was to practice nursing in a hospital, however, and so she chose a hospital school with a three-year course.

The Mary Hitchcock School, like many others of the nation's finest nursing schools, is in a medical center. It is also associated with the Dartmouth Medical School, and is accredited by the state and the National League for Nursing Training. With these assurances of the school's high standards, Cathy applied for admission with confidence that when she completed the course she would be prepared and eligible to take the state board examinations and win her R.N.

As usual in hospital nursing schools, Cathy paid a high tuition the first year (\$400), less the second year (\$100), and none the third. In a sense, she earned the reductions in tuition. The on-the-job training that nurses receive enabled her to perform valuable services in the hospital as her knowledge and skill increased.

After graduation, Cathy will have her pick of a wide selection of jobs, for few career fields offer more variety of opportunity for women and few are less crowded than

At ward desk, Cathy receives instructions from doctor about care of patients. She is responsible for carrying out all directions accurately.

nursing. The training that today's nurse receives — in medicine, surgery, therapy, and medical administration, for example — qualifies her for a wide range of opportunities in dozens of related fields, both in and out of hospitals.

One of the biggest fields for nurses is public health. This is a service that was born of the needs of the sick poor. Today, however, it is concerned with the entire nation's health. Public health nurses are employed by the federal government, by city, county, and state health departments, by schools, industrial organizations, and colleges. Their work includes teaching disease prevention and hygiene to raise national health standards.

Education is a field offering opportunity to nurses who have talent for teaching and school administration. Nursing schools, hospital training programs, and college nursing courses all need more qualified nurse-teachers. A bachelor's degree is usually required for teachers, and a

master's degree is desirable.

Industry needs nurses to keep employees healthy on the job. Almost every industrial plant and business of any size has a medical service for its employees. It may vary from a one-nurse dispensary to a highly organized clinic. The industrial nurse's duties range from giving simple first-aid to injured workers to working with safety engineers and plant physicians in developing safety programs and

teaching disease prevention to workers.

There are many special jobs and even foreign posts open to nurses. The armed forces offer excellent careers. Private nursing is open to individuals who prefer free-lance work, and there are jobs too numerous to count in adoption bureaus, convalescent homes, day nurseries, summer camps, professional placement bureaus, maternity centers, and department stores. American nurses are employed by our government on every continent in the world and by foreign governments wishing to benefit by the quality of U.S. nursing standards. Oil, mining, and fruit companies employ American nurses overseas.

The traditional role of "bedside angel" in a hospital will always be nursing's most important aspect. General-duty nurses are in great demand in the nation's hospitals, and the fact that this need is increasing at present makes it appear likely that there will be more jobs than nurses

for a long time.

There is one additional value of a nurse's training that's not always considered in advance. When a graduate nurse marries and has a family, her training is excellent preparation for that role, too.

For more information about nursing as a career, write to: Committee on Careers, National League for Nursing, 10 Columbus Circle, New York 19, New York.



In surgery, student nurse puts into practice the lessons she has learned about the procedure for selecting and passing surgical instruments as the doctor needs them.



With patient, Cathy learns to use tact and humor to cheer her up while performing a routine duty, such as taking the patient's blood pressure.



During her first year of training, Cathy was loaded with book work and classes —in anatomy and chemistry, for example.



On duty, even a little task like helping a patient take a walk after a long stay in bed receives a good nurse's wholehearted attention.



"THOSE ARE SPELLING BEES."



"I HAD NO IDEA SHE WANTED TO GO TO THE PROM THIS BAD LY!"



"YOUR STAY IN THE HOSPITAL WILL BE JOYOUS AND FULL OF FUN . . . "





"HOW DID YOU HAPPEN TO FIND THIS PLACE?"

AMERICA HAS ITS SAY



QUESTION FOR NOVEMBER: Should teen-agers expect payment for work they do around the home?

Sirs

All of us owe so great a debt to our parents that it can never be repaid in any form or manner. Ergo, we should not receive one penny for work done at home. LOYD DALE WHITWORTH, 19

Sallisaw High School Sallisaw, Oklahoma

Sirs:

Teen-agers are asked by their parents to perform limited tasks around the house as an obligation to the family, and not as a means of employment. In return, they are given room and board and many other things. Since parents do not ask to be paid for supporting and raising children, we should at least work a little around the house. Certainly, this is more than a fair trade between parents and children.

JUDITH POLLACK, 17 Brookline High School Brookline, Massachusetts

Circ

My family solved this problem by setting a fixed payment for everything I do to help around the house. This way, if I do more than my share of work, of course I get more money. But if I don't do my share, I don't get as much. Thus, it is my fault if I get a small payment. The plan works very nicely at our house.

RAYMOND BLEIM, 18 Warren High School Warren, Michigan

Sirs

I feel that a teen-ager is obligated to do all he can around the house to help his parents. He should not receive a fee for each task done, but a reasonable allowance for the week, provided that he does not have a job. In that case, he should be able to provide his own spending money. Teen-agers who don't live up to their responsibilities should be penalized. The family is a unit that must work together. Parents should not be the work-horses.

JOHN WITT, JR., 16 Redondo Union High School Redondo Beach, California Sirs

No, I do not think teen-agers should be paid for most work done around the home. Practically all teen-agers either get an allowance or have a job, and the little things we do around home should be for love, not money. However, if the work would have to be paid for anyway, the teen-ager deserves his due.

NINA GASTEL, 17 Lamar High School

Sirc.

Lamar, Missouri

Many people believe in allowances, but I think it would be a good idea to pay a teen-ager for the work he does around the home, and then do away with allowances. According to this plan, a teen-ager would earn what he deserves and deserve what he earns. This would also educate him for his later life. It would give him an idea of how it feels to earn money and teach him how to handle his money after he earns it.

RONALD HRITZ, 17 John A. Brashear Joint High School Brownsville, Pennsylvania

Sirs

I believe that pay for a job "above and beyond" normal duties is one thing, but receiving money for every job done is another thing. Something extra for helping with the spring cleaning, painting a garage or fence, or other unusual job as a wise plan. But I feel that each member of the family should be responsible for his share of the daily work. Otherwise, he is merely a tenant in the house, not part of the home.

[JOAN WALTZ, 17]

DeKalb High School DeKalb, Illinois

Sirs

Every teen-ager should have daily tasks that may be expected from him by his parents. On the other hand, there should be an understanding between the parents and the teen-ager as to what daily tasks are and what jobs may be considered extra. The teen-ager should expect noth-

ing for daily tasks, and fees for extra work according to the difficulty and length of time they involve.

Dean Greeno. 16

Rudyard High School Rudyard, Montana

Sirs

I think teen-agers should be given an allowance according to the needs of the teen-ager and the financial position of the family. I don't think that this should be based on the work the teen-ager does around the house. It is the teen-ager's home, too, and it should be his duty to help out. Our parents have spent lots of time and money on us, and we can give them a little by helping out at home without expecting to be paid for it. Parents need a little leisure time, too. If we help, they will have more time to relax.

Connie Arnold, 17

South Side High School Fort Wayne, Indiana

Sirs:

It is my opinion that teen-agers should have definite duties around the home. For these they should receive, as payment, an allowance. If they spend this allowance and are in need of money for a date, for example, they should be made to earn the extra money, rather than being given the money for the asking. I believe that teen-agers who earn their own money will appreciate it more fully and will learn thrift.

DANNY L. ATER, 16 Clarksburg High School Clarksburg, Ohio

IF YOU MOVE

please send us both your OLD address and your NEW one. Send request for address change to AMERICAN YOUTH, Ceco Publishing Company, Department AY, 3-135 General Motors Building, Detroit 2, Michigan.

These letters represent a cross-section of the views of hundreds of teen-agers who wrote to us on the subject. We wish to thank all those who sent letters, and invite readers to write an answer to the following question: What do you consider the most important single requirement for popularity? We'll pay \$10 if we publish your letter. Send letters, of 50 words or less, to National School Editor, AMERICAN YOUTH Magazine, 3-135 General Motors Building, Detroit 2, Michigan. Letters must be postmarked not later than November 30, 1961.

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The cars are safer...the roads are safer...



the rest is up to you!

It's coming up fast—all the color and excitement that only the holiday season can bring! And, with the extra fun, there'll be some extra responsibilities—especially for those of us who drive.

It's true that cars are safer than ever. From padded instrument panels and tougher tires to better brakes and steering, they've been designed with safety in mind. And the roads are planned and built better than ever before.

But, while these things help, the most important safety factor of them all is *still* the person in the driver's seat. And the only safe driver is the driver who can temper good times with good judgment.

good times with good judgment.
So, if your holiday plans call for using a car, remember that safety is up to the person behind the wheel. Handle your driving with care.

And have a Happy Holiday!



A car is a big responsibility . . . so handle it with care! GENERAL MOTORS

